DOCUMENT RESUME

ED 442 183 EA 030 429

TITLE	Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Guam. Research Series.
INSTITUTION	Pacific Resources for Education and Learning, Honolulu, HI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-09-00
NOTE	35p.; For similar study on Yap State, see EA 030 430.
CONTRACT	RJ96006601
AVAILABLE FROM	Pacific Resources for Education and Learning, Suite 2500, 1099 Alakea Street, Honolulu, HI 96813 (RS9808). Tel: 808-533-6000; e-mail: askprel@prel.hawaii.edu; Web site: http://www.prel.hawaii.edu.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS	*Guam

ABSTRACT

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. The main purpose of this survey was to raise awareness of the risk factors affecting educators in the Pacific entities served by PREL and to provide insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Guam, 301 completed teacher surveys and 16 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Nearly 20 percent of all teachers surveyed agreed that they might leave within the next 2 years. Top reasons given include no support, low salaries and poor working conditions. Seventy-five percent of school administrators agreed they might leave, citing personal health problems and stress as reasons. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 442 183

RETENTION AND ATTRITION OF PACIFIC SCHOOL TEACHERS AND ADMINISTRATORS (RAPSTA) STUDY

Guam

Research and Development Cadre

September 1998

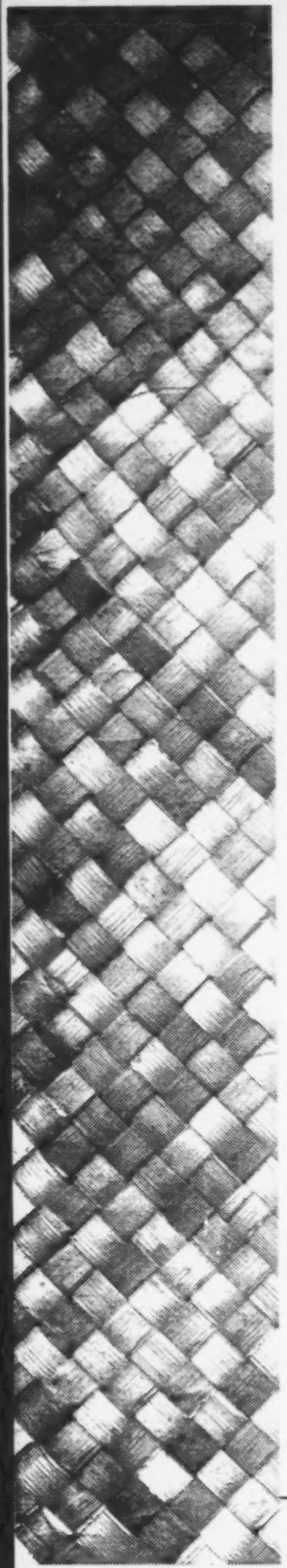
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

RESEARCH SERIES

EA 030429

BEST COPY AVAILABLE



RETENTION AND ATTRITION OF PACIFIC SCHOOL TEACHERS AND ADMINISTRATORS (RAPSTA) STUDY

Guam

Research and Development Cadre

September 1998

PACIFIC RESOURCES FOR EDUCATION AND LEARNING
Ali'i Place • 25th Floor • 1099 Alakea Street • Honolulu, Hawai'i 96813
Tel: (808) 533-6000 • e-mail: askprel@prel.hawaii.edu
WEBsite: http://www.prel.hawaii.edu

This publication was produced with funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, under contract number RJ96006601. The content does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

Table of Contents

Acknowledgements iii

Preface iv

I. Introduction 1

II. Methods 3

III. Findings 7

IV. Discussion 11

V. Limitations 12

VI. Recommendations 14

References 15

Appendices 17

List of Tables

1. Characteristics of RAPSTA Teacher Sample from Guam 4

2. Characteristics of RAPSTA School Administrator Sample from Guam 4

3. Reasons Why Teachers Are Away from School in Guam 7

4. Reasons Why School Administrators Are Away from School in Guam 7

5. Reasons for Leaving Teaching in Guam 8

6. Reasons for Leaving School Administration in Guam 9

7. MBI Subscale Mean Scores for Guam Teachers and School Administrators Compared to the Norm Sample 9

8. Cut-Off Scores for MBI Subscale Categories 10

List of Figures

1. Personal accomplishment among teachers in Guam 10

2. Emotional exhaustion among teachers in Guam 10

3. Depersonalization among teachers in Guam 10

4. Personal accomplishment among school administrators in Guam 11

5. Emotional exhaustion among school administrators in Guam 11

6. Depersonalization among school administrators in Guam 11

Acknowledgements

This study could not have been completed without the support of departments and ministries of education in the Pacific region, the Research and Development (R&D) Cadre members, and their local R&D support teams. Contributions of time and resources increased work responsibilities and strained small budgets. Pacific Resources for Education and Learning (PREL) staff who worked on this study–Zoe Ann Brown, Jennifer Crites, Stan Koki, Larissa Leroux, Rodrigo Mauricio, Denise Onikama, Carol Perry, Liane Sing, and Kyaw Soe–are grateful to R&D Cadre members for their commitment to the work, and for the continuing support of the region's chief state school officers and the education chief of the FSM National Government.

PREL particularly appreciates the work of Mr. Roland Taimanglo, Director of Education; Dr. Nerissa Bretania-Shafer, Administrator of the Division of Research, Planning, and Evaluation (RP&E); and Dr. Zenaida Napa-Natividad, Planner III, RP&E, Guam Department of Education, for their guidance and leadership in carrying out this research in Guam. Their efforts, along with those of the Guam local R&D support team–Leilani Nishimura, School Program Consultant; Principals Arlene Cruz, Bernadette Cruz, Johnny Rivera, Robert Crisostomo, Joseph Diego, Vaughn Mesa, and Edward Anderson; and vice principals, counselors, and participating teachers–made this study possible.

PREL R&D Cadre Members, 1996-1998

Faauma Seui	American Samoa
Sina Peau Ward	American Samoa
Peter James	Chuuk State, FSM
Eric Marar	Chuuk State, FSM
Jean Olopai	Commonwealth of the Northern Mariana Islands
Burnis Danis	Federated States of Micronesia (FSM)
Nerissa Bretania-Shafer	Guam
Leilani Nishimura	Guam
Michael Heim	Hawai'i
Winton Clarence	Kosrae State, FSM
Marilyn Kabua	Republic of the Marshall Islands
Edwel Ongrung	Republic of Palau
Masaharu Tmodrang	Republic of Palau
Hanover Ehsa	Pohnpei State, FSM
Timothy Mo'on	Yap State, FSM

Preface

This study represents one step towards solving problems that plague many schools throughout the Pacific: high rates of absenteeism, attrition, and stress/burnout among teachers and school administrators. The data collected in this study reveal the extent of these problems and shed some light on possible contributing factors.

During coming months, R&D Cadre members will present this report to teachers and school administrators in each Pacific entity, soliciting feedback and suggestions that we anticipate will lead to the formulation of specific, entity-based solutions to these concerns.

I. Introduction

The mission of Pacific Resources for Education and Learning (PREL) is to *assist education, government, community agencies, businesses, and labor groups to maintain cultural literacy and improve the quality of life by helping to strengthen educational programs and processes for children, youth, and adults* (Pacific Resources for Education and Learning, 1996).

In order to carry out this mission, PREL has made a commitment to work in close partnership with the ten American-affiliated Pacific entities: American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau. As a result of their very different forms of political affiliation with the United States, these ten states are referred to as *entities* in PREL's terminology.

As part of this work, PREL's Research and Development (R&D) Cadre has undertaken several studies in order to describe the educational experiences and opportunities of Pacific Islanders. The R&D Cadre is a group of Pacific educators consisting of one member from each department or ministry of education in the ten entities comprising PREL's service region, and one member representing the National Department of Education, Federated States of Micronesia.

Each entity has formed a local support team of researchers who assist the cadre member in carrying out research studies. The local R&D support teams range in size from five to thirteen members.

One of the studies conducted, *A Study of Risk Factors Among High School Students in the Pacific Region* (Pacific Region Educational Laboratory R&D Cadre, 1995), sparked interest in examining risk factors associated with adults working in Pacific schools. Open-ended questions answered by students participating in the 1995 study indicated that these students were concerned about teacher absenteeism. In entities where no substitute teacher pool is available, students' educational opportunities may be seriously compromised due to high rates of teacher absenteeism.

Frequent teacher absenteeism in the Pacific may have a strong impact on student achievement. For various reasons, such as lack of funds or human resources, substitute-teacher programs are lacking in many entities. Students might come to school, but a teacher might not be available to teach them. Not only does this affect access to educational opportunities and contribute to low student achievement, it could also have an effect on attendance counts, which can adversely affect school funding, thus perpetuating a negative cycle.

Factors related to teacher and school administrator absenteeism have been identified in research conducted in American schools. However, similar research is lacking for the Pacific region. As a result, the PREL Board of Directors recommended follow-up research detailing risk factors for teachers and school administrators. This recommendation was supported by the R&D Cadre members, who expressed interest in examining these risk factors within their respective entities. In addition, policy makers and program managers in the ten entities have expressed concern about the impact of teacher and administrator absenteeism, as well as attrition and stress/burnout, on student achievement.

In response to these concerns, a study was designed to describe the factors that affect Pacific Island educators and make them "at risk" for absenteeism, attrition, and stress/burnout. Merriam-Webster's Collegiate Dictionary (1997) defines stress as "a physical, chemical, or emotional factor that causes bodily and mental tension." Research indicates that excessive stress might cause illness.

A condition termed "burnout" (DeRobbio, 1995) could also result from difficult and stressful work conditions. Merriam-Webster's Collegiate Dictionary defines this condition as "exhaustion of physical or emotional strength."

This study was guided by the following research questions:

1) What are the risk factors that affect Pacific school teachers and administrators?

2) What risk factors lead to absenteeism, attrition, and stress/burnout?

Of particular interest to the Guam Department of Education (DOE) was understanding what factors

influence teachers and school administrators to leave or stay in the profession. The results of the study will assist the Guam DOE in its efforts to improve communication and quality of services during its planned reorganization and conversion to site/school-based management. The study results will also be useful during the implementation of Guam's Comprehensive Education Improvement Plan (CEIP).

This study was designed to identify risk factors affecting educators in Guam and other Pacific entities served by PREL. As part of the process, a literature review of teacher risk factors was performed and published (Hammond & Onikama, 1997). This review concluded that:

1) Factors associated with teacher absenteeism–such as child care, transportation difficulties, illness, and cultural demands–tend to be immediate obligations or concerns (Scott & Wimbush, 1991).

2) Factors associated with attrition–such as low salaries, poor benefits, and work overload–are chronic or habitual concerns (Wari, 1993).

3) Factors associated with stress/burnout–such as student misbehavior (Holmes & Rahe, 1967; Pelletier, 1977; American Psychiatric Association, 1994); anger, anxiety, or depression (DeRobbio & Iwanicki, 1996); and school reform (Farber & Ascher, 1992)–are daily nuisances.

These risk factors might also play a role in teacher and school administrator absenteeism, attrition, and stress/burnout in the Pacific region with its unique educational, cultural, and geographical contexts. Pacific schools have adopted the American system of education. However, this transplanted system exists parallel to a Pacific orientation and heritage influenced by Polynesian and Micronesian traditional values, cultural events, and environmental circumstances. Some examples include the following, which were taken from a review of the literature and interviews with Pacific educators:

Cultural events. In some island communities, traditional feasts and funerals are important parts of village life. For instance, if a feast falls on a school day, it is likely that the teacher (who may hold a traditional title) will not go to school, but will prepare for the event. Family relationships with their attendant obligations are highly valued and honored among Pacific Islanders and may account for higher absenteeism rates among Pacific educators.

Family and village social roles. In many island communities, family and village relationships provide a social context that may overlook frequent absenteeism. For example, a teacher may be a member of a large and influential family, many of whom may be employed in the public school system. That teacher's absenteeism may, therefore, be overlooked. Although the traditional American ethic views such favoritism as inappropriate, it may be tolerated within the context of many Pacific lifestyles.

Culturally sanctioned time off. Culturally sanctioned time off may be granted to some people in some entities. For example, a condition referred to as "Monday sickness," occurs when male teachers, especially those who are young and single, are absent from school after a weekend of excess. Their absence is tolerated as a social and developmental pattern related to their youth.

Environmental factors. Unique weather patterns such as hurricanes and "super-typhoons" in the Pacific region may have an effect on absenteeism. Typhoon Paka, for example, recently decimated Guam, leaving it without electricity and forcing the closure of schools. In Hawai'i, giant winter swells may close roadways and limit access to schools. Flooding in low-lying islands and atolls can cause many teachers to miss school for one or more days.

The main purpose of this study was to raise awareness of risk factors affecting educators in the Pacific entities and to provide insight necessary to address the concerns of students, policy makers, and educators throughout the region. Hopefully, the

results will stimulate interest and follow-up action as it relates to local professional development opportunities for Pacific educators.

Because of the region's remote geographical location and its distance from educator training programs, as well as the high costs associated with traveling to institutions of higher education, local departments of education must share responsibility for the development of programs or interventions geared towards maintaining the educational work force. Preventing the negative outcomes associated with risk factors can help educators to become more effective while working with their students and thus promote positive student outcomes. The study will also contribute to the fund of knowledge on absenteeism, attrition, and stress/burnout among educators in general, and Pacific educators in particular, thereby contributing to cross-cultural theory building. This, in turn, may assist the development of models and tools for promoting retention and reducing attrition and stress/burnout among educators in the Pacific and elsewhere.

II. Methods

The *Retention and Attrition of Pacific School Teachers and Administrators* (RAPSTA) study was conducted in ten American-affiliated Pacific entities during the spring of 1997. It was designed and conducted by PREL's R&D Cadre and its members' local support teams. PREL staff provided technical assistance.

R&D Cadre members participated in three PREL-sponsored seminars in which they designed the study, developed data-collection instruments, and analyzed the data. Cadre members then shared the collected information with their local R&D support teams.

Subjects

The unit of analysis for the RAPSTA study is the elementary and secondary-level teacher and school administrator. In Guam, 463 teacher surveys and 18 school administrator surveys were distributed. Three hundred and one completed teacher surveys were returned, resulting in a 65 percent response rate, and 16 school administrator surveys were completed and returned, yielding an 89 percent response rate. Tables 1 and 2 summarize demographic characteristics of the subjects.

Table 1

Characteristics of RAPSTA Teacher Sample from Guam

Demographic Characteristics		Number	Percentage*
Gender	Female	199	66.1
	Male	90	29.9
	No Response	12	4.0
	TOTAL	**301**	**100.0**
Ethnicity	Caucasian	76	25.2
	Chamorro	85	28.2
	Part-Chamorro	29	9.6
	Filipino	67	22.3
	Mixed	8	2.7
	Palauan	2	0.7
	Other	15	5.0
	No Response	19	6.3
	TOTAL	**301**	**100.0**
Age	20-29	84	27.9
	30-39	74	24.6
	40-49	69	22.9
	50+	70	23.3
	No Response	4	1.3
	TOTAL	**301**	**100.0**
Marital Status	Never Married	93	30.9
	Married	160	53.2
	Separated	6	2.0
	Divorced	28	9.3
	Widowed	3	1.0
	No Response	11	3.7
	TOTAL	**301**	**100.0**
Education	HS Graduate	6	2.0
	Associate Degree	9	3.0
	Bachelor's Degree	196	65.1
	Master's Degree	72	23.9
	Other	11	3.7
	No Response	7	2.3
	TOTAL	**301**	**100.0**
Experience	1 - 4 Years	105	34.9
	5 - 10 Years	61	20.3
	11 - 14 Years	33	11.0
	15 - 20 Years	37	12.3
	20+ Years	50	16.6
	No Response	15	5.0
	TOTAL	**301**	**100.0**
Salary	< 25,000	18	6.0
	25,000 - 29,999	86	28.6
	30,000 - 34,999	40	13.3
	35,000 - 39,999	71	23.6
	40,000 - 44,999	44	14.6
	45,000+	5	1.7
	No Response	37	12.3
	TOTAL	**301**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

The majority of teachers are married females of Chamorro (28.2%), Caucasian (25.2%), or Filipino (22.3%) descent, with a fairly even distribution of age from 20 to 50+ years. Most teachers hold a bachelor's degree (65.1%) and have one to ten years of teaching experience. In addition, 23.9 percent of the teachers surveyed hold a master's degree.

Table 2

Characteristics of RAPSTA School Administrator Sample from Guam

Demographic Characteristics		Number	Percentage*
Gender	Female	10	62.5
	Male	4	25.0
	No Response	2	12.5
	TOTAL	**16**	**100.0**
Ethnicity	Caucasian	2	12.5
	Chamorro	11	68.8
	Filipino	1	6.3
	Other	1	6.3
	No Response	1	6.3
	TOTAL	**16**	**100.0**
Age	35-39	4	25.0
	40-44	1	6.3
	45-49	7	43.8
	50+	3	18.8
	No Response	1	6.3
	TOTAL	**16**	**100.0**
Marital Status	Never Married	3	18.8
	Married	12	75.0
	Separated	0	0.0
	Divorced	0	0.0
	Widowed	0	0.0
	No Response	1	6.3
	TOTAL	**16**	**100.0**
Education	HS Graduate	0	0.0
	Associate Degree	0	0.0
	Bachelor's Degree	0	0.0
	Master's Degree	14	87.5
	Other	2	12.5
	No Response	0	0.0
	TOTAL	**16**	**100.0**
Experience	1 - 4 Years	0	0.0
	5 - 10 Years	3	18.8
	11 - 14 Years	3	18.8
	15 - 20 Years	3	18.8
	20+ Years	7	43.8
	No Response	0	0.0
	TOTAL	**16**	**100.0**
Salary	< 45,000	1	6.3
	45,000 - 49,999	8	50.0
	50,000 - 54,999	5	31.3
	55,000+	1	6.3
	No Response	1	6.3
	TOTAL	**16**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

The majority of the sixteen school administrators are married Chamorro (68.8%) females over the age of 45. Most hold a master's degree (87.5%) and have more than 15 years of experience.

BEST COPY AVAILABLE

Sampling

In order to ensure a high rate of response, the R&D Cadre surveyed teachers and school administrators from representatively sampled schools. This process is referred to as cluster sampling, because clusters or groups of participants are sampled. To ensure that the sample adequately represented the entire Guam teaching population, several different schools were selected. Teachers, school principals, and vice principals from two public elementary schools, two public middle schools, and two public high schools in both urban and rural areas of Guam were chosen for the study.

Instrumentation

Two similar data collection instruments were developed, one for teachers and another for school administrators (see Appendices). Each is a five-page survey with three sections: Section 1 consists of 2-1/2 pages of forced-choice and short-answer, self-reported background information as well as absenteeism data for the school year in which the survey was administered. Section 2 is a single-page rating sheet outlining stress/burnout feelings; it was adapted from the Maslach Burnout Inventory–Educators Survey and Human Services Survey (Maslach, Jackson, & Leiter, 1996). Section 3 is also a single-page rating sheet detailing reasons why an educator might quit teaching or working as a school administrator. Individuals did not identify themselves by name, and all responses were kept confidential.

Section 1 - Demographic Characteristics and Absenteeism Data

Section 1 gathered relevant personal information to be used in examining teacher/school administrator retention and attrition. Questions asked about gender, age, ethnicity, marital status, educational attainment, salary, experience, and current teaching load. Additional data on the number of instructional days away from school during the 1996-1997 school year (SY) and the reasons for those absences were collected. For example, participants were asked to write down the number of days they were away from school in SY 1996-1997 for reasons such as funerals, birthdays, storms, heavy rains, or floods.

Section 2 - Stress and Burnout Ratings

The purpose of Section 2, as a means of measuring employee stress/burnout, was to discover how respondents view their jobs and the people with whom they work closely. The Maslach Burnout Inventory (MBI) is recognized as the leading measure of burnout. "It is the best known and most widely used questionnaire for the assessment of individual occupational burnout among human service workers and others whose work involves intense interaction with people" (Offerman, 1986, p. 419). The MBI is a 22-item, self-report inventory of three subscales, which were developed to measure dimensions that the authors felt best defined burnout. These subscales include Low Personal Accomplishment (8 items), Emotional Exhaustion (9 items), and Depersonalization (5 items).

- Low Personal Accomplishment results when teachers evaluate themselves negatively, particularly in relation to their work with students (DeRobbio, 1995). Those who report low personal accomplishment may disagree with the statement, "I have accomplished many worthwhile things in teaching" (Maslach, Jackson, & Schwab, 1986, p. 2).

- Emotional Exhaustion "is the tired and fatigued feeling that develops as emotional energies are drained. When these feelings become chronic, educators find they can no longer give of themselves to students as they once could" (Maslach, Jackson, & Leiter, 1996, p. 28). They may agree with the statement, "I feel I'm working too hard on my job" (Maslach & Jackson, 1986, p. 2).

- Depersonalization results when educators "no longer have positive feelings about their students" (Maslach, Jackson, & Leiter, 1996, p. 28). They may develop negative or cynical attitudes and feelings about them and may agree with the statement, "I don't really care what happens to some of my students" (Maslach, Jackson, & Schwab, 1986, p. 2).

Respondents rated each of the 22 items in terms of the frequency that these feelings occur, ranging from "never" (0) to "every day" (6).

To make the survey instrument more appropriate to the Pacific region, the MBI Educators Survey (Maslach, Jackson, & Schwab, 1986) and the MBI Human Services Survey (Maslach & Jackson, 1986)

were adapted, with permission from the publisher. Seven of the 22 items were modified to clarify vocabulary and idiomatic phrases. Since many of the respondents in the Pacific entities speak English as a second or foreign language, words such as "exhilarated" and "callous," or expressions such as "at the end of my rope" were stated in more understandable terms. These modifications were made by two Pacific-entity educators who are familiar with the English proficiency of teachers in the region. It was determined that these language-clarifying changes would not significantly alter the instrument's technical qualities. The MBI has been validated for use in countries around the world in a number of translations (Maslach, Jackson, & Leiter, 1996, p. 1).

Section 3 - Reasons for Leaving the Profession

The purpose of Section 3 was to understand why teachers and school administrators leave their jobs. Respondents were asked to rate each of 19 statements on a four-point Likert-type scale from "strongly disagree" to "strongly agree." For example, teachers rated their level of agreement with two statements: "I might leave my current teaching job for a better teaching position within the next two years;" and "I might leave teaching altogether within the next two years." They were also asked to rate their agreement by noting reasons why they might quit teaching. Reasons for leaving the profession, as listed on the survey, were selected because of their prevalence in attrition literature. Additional reasons were included on the basis of their perceived importance by educators in the Pacific region.

Procedures

The R&D Cadre members and their local support teams coordinated the survey administration. They planned meetings to inform school staff about the RAPSTA study, its purpose, rationale for the selection of schools, and the importance of their serious responses on the survey. In these meetings, schedules for data collection were developed and confirmed. Plans for necessary logistical support and accommodations were also communicated to the staff.

Selected sample schools in Guam were informed about the RAPSTA study. They were also informed that Department of Education (DOE) specialists and PREL staff would be visiting their schools to conduct a survey. An important part of the study was the administration of the survey instrument. During May 1997, a PREL representative met with two Guam DOE personnel who were trained to administer the RAPSTA surveys. The Division of Research, Planning, and Evaluation (RP&E), with the approval of the Director of Education, selected six schools: two schools from each level (elementary, middle, and high school). Of these six schools, three represented rural districts and three represented urban districts.

The data were collected from April 1997 to June 1997, allowing adequate time for personnel to complete the surveys and for PREL staff to follow up on the status of returned surveys. A PREL staff member and a Guam DOE representative met with the faculty of the three rural schools and administered the surveys. The locally trained staff member later administered the surveys to the urban district schools. For teachers and administrators who were not present, surveys were given to the principals for distribution. Completed forms were submitted to RP&E in large sealed envelopes, then forwarded to PREL in Honolulu for data entry and preliminary analysis.

III. Findings

This section features general findings on absenteeism, attrition, and stress/burnout among teachers and school administrators in Guam. It highlights findings in three areas: (1) reasons for school absences, (2) possible reasons for attrition in the education profession, and (3) comparisons of Potential Leavers with Non-Leavers.

Reasons for School Absences

During the 1996-1997 school year, teachers in the Guam sample were away from work for an average of 8.18 days. School administrators in the sample were away from work for an average of 8.45 days. Table 3 shows reasons why teachers were away from work and the frequency of absence. Table 4 shows reasons why school administrators were away from work and the frequency of absence.

Table 3
Reasons Why Teachers Are Away from School in Guam

Rank	Reason	Average # of Days Away
1	Personal illness	2.41
2	Family member sick	1.05
3	Military training	0.51
4	Other	0.47
5	Maternity leave	0.46
6	Educational leave	0.44
7	Administrative leave	0.43
8	Funerals	0.41
9	Family responsibilities	0.34
10	Child care	0.32
11	Storm, heavy rain, flood, etc.	0.30
12	Meetings and workshops	0.24
13	Vacation	0.21
14	Stress	0.11
15	Working conditions	0.09
16	Jury duty	0.08
17	Training leave	0.06
18	Relationship with supervisors	0.05
19	Transportation problem	0.04
19	Birthdays	0.04
20	Paternity leave	0.03
20	Church activities	0.03
20	Community responsibilities	0.03
20	Weddings	0.03
21	Lack of instructional materials	0.00
21	Relationship with co-workers	0.00
21	Suspension	0.00
	TOTAL	8.18

In Guam, personal illness was the leading cause of teachers being away from school, with an average of 2.41 days away. The next highest reason was sickness in the family, with an average of 1.05 days; followed by military training, with an average of 0.51 days.

Table 4
Reasons Why School Administrators Are Away from School in Guam

Rank	Reason	Average # of Days Away
1	Family member sick	2.44
2	Personal illness	1.81
3	Meetings and workshops	1.63
4	Vacation	0.75
5	Family responsibilities	0.50
5	Funerals	0.50
6	Paternity leave	0.31
7	Administrative leave	0.19
8	Child care	0.13
8	Stress	0.13
9	Community responsibilities	0.06
10	Birthdays	0.00
10	Church activities	0.00
10	Educational leave	0.00
10	Jury duty	0.00
10	Lack of instructional materials	0.00
10	Maternity leave	0.00
10	Military training	0.00
10	Other	0.00
10	Relationship with co-workers	0.00
10	Relationship with supervisors	0.00
10	Storm, heavy rain, flood, etc.	0.00
10	Suspension	0.00
10	Training leave	0.00
10	Transportation problem	0.00
10	Weddings	0.00
10	Working conditions	0.00
	TOTAL	8.45

Guam school administrators were most frequently away from school due to sickness in the family, with an average of 2.44 days. This was followed by personal illness, with an average of 1.81 days, and meetings and workshops, with an average of 1.63 days.

Reasons for Attrition in the Education Profession

Respondents rated 17 reasons for leaving teaching or administration on a four-point Likert-type scale from "strongly agree" to "strongly disagree." In order to judge the technical significance of correlations between responses on each item, this ordinal scale was collapsed into two categories: "strongly disagree" and "disagree" were counted as DISAGREE; "strongly agree" and "agree" were counted as AGREE. Percentage of agreement was then calculated for each reason.

In Guam, 19.27 percent (N=58) of the surveyed teachers agreed that they might leave teaching within the next two years. For purposes of analysis, two categories were created: Potential Leavers and Non-Leavers. Non-Leavers are those who disagreed with the statement: "I might leave teaching within the next two years." Table 5 ranks the reasons that teachers gave for leaving teaching and compares Potential Leavers with Non-Leavers.

Poor working conditions, no support from school administration, and no support from central office were ranked among the top reasons for leaving teaching in Guam, both by teachers who were planning to leave and by those who were not.

Table 5

Reasons for Leaving Teaching in Guam

If I quit teaching, it would be because of . . .		Potential Leavers		Non-Leavers	
		% Agree	Rank	% Agree	Rank
poor working conditions		62.3	4	58.1	3
no support from school administration		63.6	3	63.6	1
no support from central office		69.8	1	63.3	2
too much stress		50.9	7	55.3	5
poor relationship with parents		41.5	10	29.6	11
students' bad attitudes	**	61.1	6	35.5	9
my lack of control over school policies		34.2	12	25.6	12
poor benefits	*	10.0	16	25.2	13
personal health problems		41.5	10	55.2	6
too many disagreements about how to teach	*	35.2	11	21.2	15
not enough materials and supplies	**	61.8	5	35.0	10
low salaries	*	66.0	2	50.2	8
too many responsibilities	**	50.0	8	24.8	14
pressure from community		23.1	14	18.2	16
retirement		49.1	9	56.2	4
promotion	*	34.0	13	51.0	7
poor relationship with other teachers		15.4	15	15.7	17

* $p \leq .05$

** $p \leq .01$

A statistical test (Chi^2) was performed to examine differences in the response patterns of Potential Leavers and Non-Leavers for each possible reason for leaving teaching. Potential Leavers are more likely to leave for the following reasons: students' bad attitudes, disagreements about how to teach, not enough materials and supplies, low salaries, and too many responsibilities. It was also found that while Potential Leavers vary significantly from Non-Leavers in their selection of poor benefits and promotion as reasons for leaving, Potential Leavers are less likely than Non-Leavers to leave for these reasons.

In Guam, 75 percent (N=12) of the school administrators agreed that they might leave educational administration within the next two years (Potential Leavers). Table 6 ranks the reasons school administrators gave for leaving the school administration field, and compares Potential Leavers with Non-Leavers. Non-Leavers are those who disagreed with the statement, "I might leave educational administration altogether within the next two years."

There were many reasons why Potential Leavers might leave school administration (see Table 6). Too much stress, personal health problems, low salaries, and retirement were the top reasons given. For each possible reason for leaving school administration, a statistical test was performed to determine whether the response patterns of Potential Leavers and Non-Leavers differ. Following Cochran (1954), the Fisher Exact Test was used because of the small sample size (N=16). Potential Leavers were found to be more likely to leave because of stress and personal health problems and less likely to leave because of promotion.

Table 6

Reasons for Leaving School Administration in Guam

If I quit being a school administrator, it would be because of ...	Potential Leavers		Non-Leavers	
	% Agree	Rank	% Agree	Rank
poor working conditions	30.0	7	75.0	2
no support from school staff	20.0	8	50.0	3
no support from central office administration	60.0	3	75.0	2
too much stress *	80.0	1	25.0	5
poor relationship with parents	20.0	8	25.0	5
students' bad attitudes	10.0	9	25.0	5
my lack of control over school policies	10.0	9	50.0	3
poor benefits	20.0	8	50.0	3
personal health problems *	80.0	1	25.0	5
too many disagreements about how to run my school	40.0	6	33.3	4
not enough materials and supplies	50.0	5	0.0	6
low salaries	63.6	2	100.0	1
too many responsibilities	54.6	4	50.0	3
pressure from the community	10.0	9	25.0	5
retirement	63.6	2	75.0	2
promotion *	40.0	6	100.0	1
poor relationship with teachers	0.0	10	25.0	5
poor relationship with staff	10.0	9	25.0	5
political reasons	40.0	6	75.0	2

*$p \leq .10$

Comparison of Potential Leavers with Non-Leavers

The relationship between stress, burnout, and reported desire to leave the education field was examined in order to provide assistance to program managers and staff developers who work to improve school climate.

1. A *high degree of burnout* is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales, and in low scores on the Personal Accomplishment subscale.

2. A *medium degree of burnout* is reflected in moderate scores on the three subscales.

3. A *low degree of burnout* is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales, and in high scores on the Personal Accomplishment subscale.

Table 7 reflects a comparison of mean scores for all teacher and school administrator respondents, with scores from the norm sample of K-12 teachers. These scores indicate that Guam teachers and school administrators experience a higher sense of personal accomplishment than the norm sample. They are not as emotionally exhausted and do not feel as depersonalized as those in the norm. Therefore, in the Guam sample, the majority of educators do not appear to experience occupational burnout.

Table 7

MBI Subscale Mean Scores for Guam Teachers and School Administrators Compared to the Norm Sample

MBI Subscale	Sample Size	Mean Score
Personal Accomplishment (PA)		
Guam Teachers	301	38.7
Guam School Administrators	16	39.0
Norm Sample	4,163	33.5
Emotional Exhaustion (EE)		
Guam Teachers	301	17.0
Guam School Administrators	16	18.4
Norm Sample	4,163	21.3
Depersonalization (DP)		
Guam Teachers	301	4.7
Guam School Administrators	16	6.1
Norm Sample	4,163	11.0

In order to analyze how Potential Leavers compare to Non-Leavers on the MBI subscales, scores were classified into High, Moderate, and Low categories. To make interpretation easier, the suggested cut-off scores used by MBI authors to classify low and high Personal Accomplishment were reversed. That is, a high score in this report means a high sense of personal accomplishment. According to the authors (Maslach, Jackson, & Leiter, 1996), personal accomplishment is a reverse scale, which means high scores denote a high lack of personal accomplishment. We found this to be confusing and, thus, made these changes for our reporting purposes. The following cut-off scores were used:

Table 8
Cut-Off Scores for MBI Subscale Categories

MBI Subscale	High	Moderate	Low
Personal Accomplishment	≥ 37	31-36	≤ 30
Emotional Exhaustion	≥ 27	17-26	≤ 16
Depersonalization	≥ 14	9-13	≤ 8

Figures 1-6 display differences between Potential Leavers and Non-Leavers among teachers (Figures 1-3) and school administrators (Figures 4-6) on the three MBI subscales. Teachers who may leave are more likely to feel less personal accomplishment than Non-Leavers. In addition, they are more emotionally exhausted and feel more depersonalized. Among school administrators, Potential Leavers are slightly more emotionally exhausted and depersonalized. However, there appear to be only small differences between Potential Leavers and Non-Leavers in terms of burnout. For school administrators in Guam, occupational burnout does not appear to be a problem.

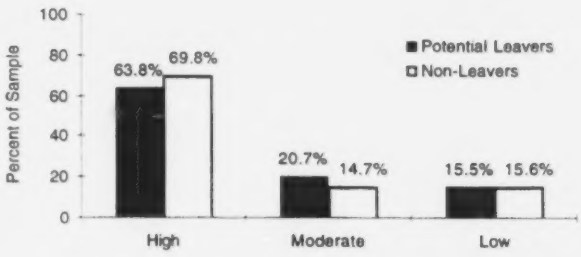


Figure 1. **Personal accomplishment among teachers in Guam**

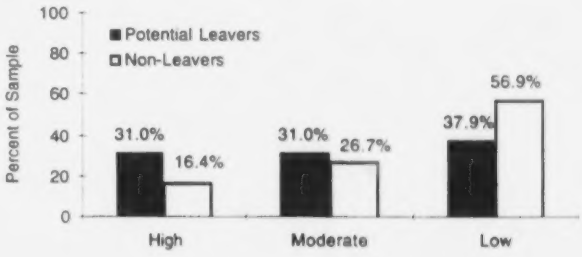


Figure 2. **Emotional exhaustion among teachers in Guam**

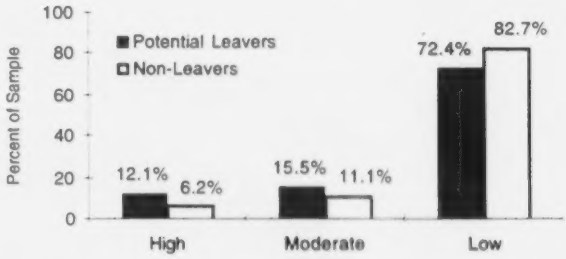


Figure 3. **Depersonalization among teachers in Guam**

BEST COPY AVAILABLE

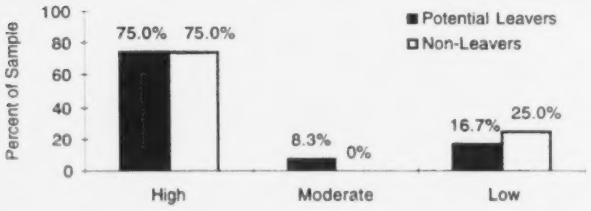


Figure 4. **Personal accomplishment among school administrators in Guam**

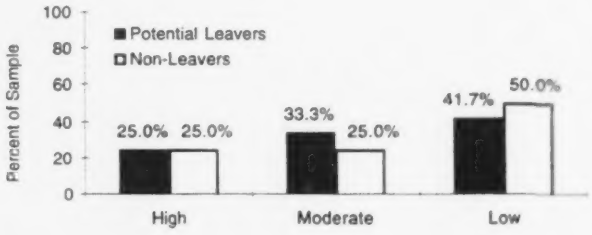


Figure 5. **Emotional exhaustion among school administrators in Guam**

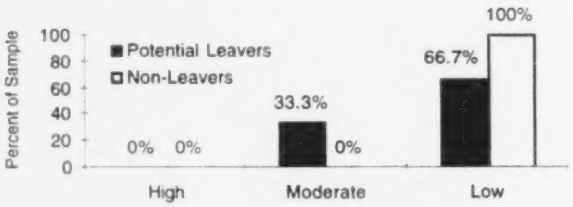


Figure 6. **Depersonalization among school administrators in Guam**

IV. Discussion

Absenteeism

Absenteeism among teachers and school administrators in Guam does not appear to be a problem. For example, teachers in Guam were away from work, on average, for a total of 8.18 days. School administrators were away from work, on average, for a total of 8.45 days. These numbers are among the lowest in all the entities. Two of the top five reasons for absences among teachers and school administrators are those one would expect: personal illness and family member sickness. These factors associated with absenteeism tend to be of immediate concern to teachers (Scott & Wimbush, 1991). Military training and meetings and workshops are professional requirements.

Attrition

In Guam, 19.27 percent (N=58) of all teachers surveyed agreed that they might leave the teaching profession within the next two years. Their top reasons for leaving include: no support from central office, low salaries, no support from school administration, and poor working conditions. As the majority of Guam teachers surveyed have ten or less years of teaching experience and are in the 20 to 39 age range, Potential Leavers may be younger and looking for options outside the teaching profession. The concerns cited above may seem to be reason enough for them to leave the teaching profession.

Seventy-five percent (N=12) of the school administrators sampled agreed that they might leave educational administration within the next two years. They gave multiple reasons for leaving. More than 50 percent of the Guam administrators sampled

are nearing retirement, either in years of service or age; therefore, it follows that both Potential Leavers and Non-Leavers cited retirement as a reason for leaving the public school system. For those who are planning to leave, personal health problems and stress were cited as the top reasons for leaving. For those approaching retirement, personal health problems seem to be a logical corollary; for others, stress associated with the perception of low salaries, lack of support from central office administration, and too many responsibilities may factor into the decision to leave school administration.

Burnout

In Guam, teachers and school administrators, in general, experience less burnout than their U.S. Mainland counterparts. They exhibit a higher sense of personal accomplishment, are less emotionally exhausted, and experience lesser degrees of depersonalization. In general, Guam's educators are engaged in their work. However, teachers who may leave within the next two years are experiencing more burnout than those who plan to stay.

Although school administrators who may leave have equally high levels of personal accomplishment, emotional exhaustion, and depersonalization as those who plan to stay, Potential Leavers do show slightly higher degrees of emotional exhaustion and depersonalization. The scores on all three subscales show that occupational burnout among school administrators does not appear to be a problem; however, for the 75 percent of school administrators who plan to leave, their higher degrees of emotional exhaustion and depersonalization may result from the reasons they gave for leaving–too much stress, lack of support from central office administration, and too many responsibilities.

V. Limitations

The Challenge of Language and Culture

Conducting research across diverse linguistic and cultural groups is a challenging task. The language in which research is conducted can limit accurate interpretation of its results. Expectations regarding task importance and response candor may vary from culture to culture. Thus, results from cross-cultural studies may be difficult to interpret.

While English is the language of wider communication in all of the American-affiliated Pacific entities, respondents to the surveys in this study varied in their use and comprehension of English. For some, English might be a first language; for others, it might be a second or third language, used to a much lesser extent than the vernacular. Thus, particular vocabulary, grammatical structures, or instructions may have been problematic.

To adjust for some for these potential errors in measurement, native language/culture informants, who are members of the R&D Cadre or entity local support teams, provided the following expert assistance:

- developed and piloted questions used in the survey;
- revised potentially confusing items from the Maslach instrument;
- in many cases, administered surveys in group settings, leading respondents through each item and clarifying meanings upon request; and
- provided translations, where necessary, especially in geographically isolated outer-island settings.

Culture-specific interpretations concerning the importance of research, ways of responding, and the meanings of specific terms might all affect results. R&D Cadre members made special efforts to work with their respective departments or ministries of education and directors to ensure that teachers and school administrators took their responses to the survey seriously. In many cases, entity-wide meetings were held to explain the study, its importance, and the need for truthful data. Because the study was designed by members of each department of education, and was intended to investigate issues of importance to the entity, some support was ensured. The study was discussed at principals' and teachers'

meetings; support for administration and data collection was provided by the entity department or ministry of education.

Instrumentation

All data collected in this study came from self-report questionnaires. This method of data collection was selected because of its perceived advantages for large-scale research. Those advantages include:

- Questionnaires are relatively easy and inexpensive to administer
- Questionnaires can be designed to ensure anonymity
- Respondents answer at their own pace
- Questions are standardized

However, self-report questionnaires also have limitations—responses may not always be truthful or accurate. Some respondents might make careless errors, such as checking the wrong box or writing the incorrect number. They might purposely answer questions with incorrect information because they want to give a favorable impression or avoid potentially embarrassing admissions. Or, they might misinterpret questions and respond inaccurately.

The R&D Cadre pilot-tested the questionnaires in order to improve wording so that respondents might better interpret the meanings of questions. Additionally, directions for completing the questionnaires and administration procedures were purposefully designed to ensure anonymity. However, even with these precautions, hindsight tells us that specific changes might have improved the validity of responses. In particular, the following limitations are noted:

1. Items that required respondents to check boxes on the right were somewhat confusing. The items should have been transposed so that the boxes were on the left.
2. Questions measuring attrition could have been phrased with greater clarity. Rather than asking if the respondents *might* leave and reasons that *might* cause them to leave, perhaps asking whether or not they were going to leave and *why* would have provided more definitive information.
3. In order to assure respondents of anonymity and foster truthfulness in responses, surveys did not ask for individuals' names. However, they did request the names of schools. In entities where there are few schools and a limited number of teachers (e.g., one per grade level), this may not have been sufficient to guarantee anonymity, and, consequently, honesty in response.

Analysis

Non-responses to items on the questionnaires could limit the validity of some results. For example, in order to analyze differences between teachers who are Potential Leavers and Non-Leavers, only those who responded to the question "I might leave teaching within the next two years" and each of the reasons for leaving could be included in the analyses (cross-tabulations). In some instances, large portions of the sample did not respond to either the "I might leave" question or one of the reasons.

Therefore, conclusions based on such results may only be generalized on the basis of those who were willing to respond. There may be systematic differences between respondents and non-respondents. For example, if non-respondents were more likely to experience depersonalization at work and, therefore, did not care to respond to all items, then conclusions based on results in which they did not participate would under-identify this risk factor in the population.

Although standardized group administration practices included requests to respond to all items, these requests were not sufficient. Moreover, standardized administration was not always possible.

Non-responses on the Maslach Burnout Inventory were also a problem. In order to calculate each subscale score, all items that contributed to that subscale must have been answered. If a respondent left one item out, the subscale in which that item was included could not be computed. Therefore, the extent of burnout may be underrepresented.

VI. Recommendations

The findings of this study provide important information concerning the reasons why teachers and administrators are absent from school and insight to conditions that potentially influence teachers' and administrators' decisions to leave their positions within Guam public schools. However, in light of the limitations in making conclusions about the larger teacher and administrator population in Guam, it is recommended that the study be replicated for the total teacher and administrator population. It is also recommended that the survey be conducted during the first semester instead of the last week of a given school year.

Teachers who indicated that they might leave their profession cited the following reasons for leaving: no support from central office, low salaries, no support from school administration, and poor working conditions. Given the need to retain experienced teachers, it is recommended that the Guam Director of Education, in collaboration with selected principals and teachers, engage in dialogue concerning those reasons and explore ways to resolve the concerns. For example, leaders might assume that supplies and materials are being provided based on the prescribed list in the Board Union Contract. Teachers, on the other hand, may be expecting more than what has been stated in the agreement. The reasons cited by teachers also imply staff development needs in the areas of classroom/time management, team building, and strategies in strengthening school-family partnerships.

The results revealed that as many as 75 percent of administrators who responded to the survey might leave their profession within the next two years. Personal health problems and stress were cited as the top reasons for leaving. This again warrants further investigation into the working conditions of principals, the role that stress plays, and ways to improve the conditions. More importantly, the high proportion of potential leavers among administrators warrants immediate attention to the development of a comprehensive plan for attracting more educators to school leadership positions and retaining those who are currently employed as principals and assistant principals.

Guam is currently in the process of developing an implementation plan for Public Law 24-142. That law reorganizes the Guam Department of Education public schools into four independent school districts. Each school district will be governed by an elected Board of Education and managed by a Superintendent hired by the District's Board of Education. The functions and authority of the State Department of Education, currently known as Central Office, will be downsized: duties will primarily consist of administering federal funds and monitoring school district progress towards implementing state standards. In light of these efforts, it is imperative that the results of this study be shared with the elected boards of education and superintendents of the respective school districts.

References

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

Cochran, W. G. (1954). Some methods for strengthening the common X^2 tests. *Biometrics, 10*, 417-451.

DeRobbio, R. A. (1995). *Factors accounting for burnout among secondary school teachers.* Unpublished doctoral dissertation, University of Connecticut.

DeRobbio, R. A. & Iwanicki, E. (1996, April). *Factors accounting for burnout among secondary school teachers.* Paper presented at the annual conference of the American Educational Research Association, New York, NY.

Farber, B. & Ascher, C. (1992). *Urban school restructuring and teacher burnout.* Washington, DC: ERIC Clearinghouse on Urban Education. (ERIC/CUE Digest Number 75). [Online]. Available: http://ericweb.tc.columbia.edu/digests/dig75.html [1998, April].

Hammond, O. & Onikama, D. (1997). *At risk teachers.* Honolulu, HI: Pacific Resources for Education and Learning.

Holmes, T. H. & Rahe R. H. (1967). The social readjustment rating scale. *Journal of Psychosomatic Research, 11*, 213-218.

Maslach, C. & Jackson, S. E. (1986). *The Maslach Burnout Inventory Human Services Survey.* Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., Jackson, S., & Schwab, L. (1986). *Maslach Burnout Inventory–Educators Survey.* Palo Alto, CA: Consulting Psychologists Press.

Merriam-Webster's collegiate dictionary (9th ed.). (1997). Springfield, MA: Merriam-Webster.

Offerman, L. R. (1986). Maslach Burnout Inventory. In E. Keyser & R. Sweetland (Eds.), *Test Critiques, volume III* (pp. 419 – 426). Kansas City, MO: Test Corporation of America.

Pacific Region Educational Laboratory R & D Cadre. (1995). *A study of risk factors among high school students in the Pacific region.* Honolulu, HI: Pacific Region Educational Laboratory.

Pacific Resources for Education and Learning. (1996). *Annual report.* Honolulu, HI: Author.

Pelletier, K. R. (1977). *Mind as healer, mind as slayer.* New York, NY: Dell.

Scott, K. D. & Wimbush, J. (1991). Teacher absenteeism in secondary education. *Educational Administration Quarterly, 27* (4), 506-529.

Wari, P. (1993). Teacher wastage: The extent and causes. *Papua New Guinea Journal of Education, 29* (2), 69-84.

Appendices

Appendix A: RAPSTA Teacher Questionnaire

Appendix B: RAPSTA School Administrator Questionnaire

Appendix A

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study

---

Teacher Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

PREL

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
Teacher Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause teachers to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✓) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. It is important that all responses be anonymous.

School: _____ **Date**: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field of study: _____
(Examples: Elementary Education, Math, Science, Agriculture, etc.)

Current annual salary: $_____(per year)

Years of teaching experience:
1 - 4 ☐ 5 - 10 ☐ 11 - 14 ☐ 15 - 20 ☐ 21 or more ☐

What grades do you currently teach? (check all that apply) —
How many students do you teach? (put in number per grade level) —

K	1	2	3	4	5	6	7	8	9	10	11	12

For elementary teachers who teach in self-contained settings, please check the subject areas you are currently teaching.

✓	Subject areas you teach (put a ✓ in column on left)	✓	Subject areas you teach (put a ✓ in column on left)
	Language Arts/English		Art
	Language Arts/Vernacular		Music
	Math		Health
	Science		Physical Education
	Social Studies		Guidance
	Other (specify)		Other (specify)

For secondary teachers who teach in departmentalized settings, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✓ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching, please list them below.

Previous employment other than teaching	Number of years

Total number of instructional days you were away from school this year (SY '96 - '97):

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

BEST COPY AVAILABLE

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

This section of the questionnaire contained directions and 22 items intended to measure teachers' stress and burnout. This section was modified and reproduced by special permission of the Publisher, Consulting Psychologists Press, Palo Alto, CA 94303 from ***Maslach Burnout Inventory—Educators Survey*** *by Christina Maslach, Susan E. Jackson, & Richard L. Schwab. Copyright 1986 by Consulting Psychologists Press, Inc. All rights reserved. Permission for reproduction of the instrument in this report was not granted.*

BEST COPY AVAILABLE

SECTION 3

The purpose of this section is to understand what makes teachers leave their jobs. Below are listed statements made about quitting a teaching job. Place a check (✓) in the column next to each statement that best reflects how much *you agree or disagree* with the statement. Please respond to all statements.

MAKE ONE ✓ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current teaching job for a better teaching position within the next two years.				
If I quit teaching, it would be because of . . .				
poor working conditions.				
no support from school administration.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to teach.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with other teachers.				

poor relationship with other teachers.

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

BEST COPY AVAILABLE

Appendix B

Retention and Attrition of
Pacific School Teachers and Administrators
(RAPSTA) Study

School Administrator Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

PREL

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
School Administrator Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause school administrators to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✓) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONAIRE. It is important that all responses be anonymous.

Date: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field(s) of study: _____
(Examples: School Administration, Curriculum & Instruction, Elementary Education, Math, etc.)

Current annual salary: $_____(per year)

Total school enrollment: _____

Students enrolled by grade: What is the student enrollment at your school by grade?

K	1	2	3	4	5	6	7	8	9	10	11	12

Your current position:
principal ☐ vice-principal ☐ head teacher ☐
teaching principal ☐ teaching vice-principal ☐

BEST COPY AVAILABLE

In the space below, please describe your training in school administration.

Please indicate the number of years of teaching and administrative experience you have had.

	Number of years by level		
	Elem./Int. (K-8)	High Sch. (9-12)	College
teacher			
head teacher			
teaching department head			
teaching vice-principal			
vice-principal			
teaching principal			
principal			

If you are a teaching principal/teaching vice-principal, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✓ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching and/or school administration, please list them below.

Previous employment other than teaching or school administration	Number of years

BEST COPY AVAILABLE

Total number of days you were away from school in SY '96 -'97:

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

This section of the questionnaire contained directions and 22 items intended to measure school administrators' stress and burnout. This section was modified and reproduced by special permission of the Publisher, Consulting Psychologists Press, Palo Alto, CA 94303 from ***Maslach Burnout Inventory—Human Services Survey*** *by Christina Maslach and Susan E. Jackson. Copyright 1986 by Consulting Psychologists Press, Inc. All rights reserved. Permission for reproduction of the instrument in this report was not granted.*

SECTION 3

The purpose of this section is to understand what makes school administrators leave their jobs. Below are listed statements made about quitting a school administrator's job. Place a check (✓) in the column next to each statement that best reflects how much *you agree or disagree* with the statement.

MAKE ONE ✓ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current school administrator position for a better school administrator position within the next two years.				
I might leave my current school administrator position for a better central office administrator position within the next two years.				
I might leave educational administration all together within the next two years.				
If I quit being a school administrator, it would be because of . . .				
poor working conditions.				
no support from school staff.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to run my school.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with teachers.				
poor relationship with staff.				
political reasons.				

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

BEST COPY AVAILABLE

PACIFIC RESOURCES FOR EDUCATION AND LEARNING
828 Fort Street Mall • Suite 500
Honolulu, Hawai'i 96813-4321
Tel: (808) 533-6000
e-mail: askprel@prel.hawaii.edu
WEBsite: http://www.prel.hawaii.edu

American Samoa
P.O. Box 186
Pago Pago, AS 96799

Saipan, Commonwealth of the Northern Mariana Islands
Suite 203, Bank of Hawai'i Building
Marina Heights Business Park
PPP 145 • Box 10000
Puerto Rico, Saipan, MP 96950
Tel: (670) 323-6000 • FAX: (670) 323-7735
e-mail: prelwest@prel.hawaii.edu

Guam
P.O. Box 326359
Hagatna, Guam 96932-6359
Temporary Phone: (671) 475-0444/6
Temporary FAX: (671) 472-9750
E-mail: borjaa@prel.hawaii.edu

Yap, Federated States of Micronesia
P.O. Box 985
Colonia, Yap FM 96943
Tel: (691) 350-4382 • FAX: (691) 350-4380
E-mail: legdesop@prel.hawaii.edu

BEST COPY AVAILABLE

RS9808